

## 2005-06 GMG CSD Special Education District Profile

Indicators	04-05 District	04-05 State Target	05-06 State Target	06-07 State Target	6 Year Target	Criteria Met/ Not Met
<b>Outcome 1: Students with Disabilities Enter School Ready to Learn at High Levels</b>						
<b>Least Restrictive Environment for Children Ages 3-5 (B6)</b> This indicator is defined as the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home and parttime early childhood/parttime early childhood special education settings). <b>Data Source:</b> Childrens' IEPs, reported by the AEA using the DE/AEA Information Management System (IMS).	*	42%	45%	45%	75%	<b>Criteria Met</b>  1 out of 1
<b>Early Childhood Outcomes (B7)</b> This indicator is defined as the percent of preschool children with IEPs who demonstrate improved: positive social-emotional skills, (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs. <b>Data Source:</b> Childrens' IEPs and assessments, reported by the AEA using the DE/AEA IMS.						
<ul style="list-style-type: none"> <li>Early Childhood Outcome: Positive Social Emotional Skills</li> </ul>	Baseline data collected 2005-06				TBD	
<ul style="list-style-type: none"> <li>Early Childhood Outcome: Acquisition and Use of Knowledge Skills</li> </ul>					TBD	
<ul style="list-style-type: none"> <li>Early Childhood Outcome: Use of Appropriate Behavior</li> </ul>					TBD	
Indicators	04-05 District	04-05 State Target	05-06 State Target	06-07 State Target	6 Year Target	Criteria Met/ Not Met
<b>Outcome 2: Students with Disabilities Participate in District Wide Assessments</b>						
<b>Participation (B3)</b> Participation is defined the same as for NCLB. <b>Data Source:</b> Iowa's Project EASIER.						<b>Criteria Met</b>  6 out of 6
<ul style="list-style-type: none"> <li>4th Special Education Reading Participation %</li> </ul>	*	95%	95%	95%	95%	
<ul style="list-style-type: none"> <li>4th Special Education Math Participation %</li> </ul>	*	95%	95%	95%	95%	
<ul style="list-style-type: none"> <li>8th Special Education Reading Participation %</li> </ul>	*	95%	95%	95%	95%	
<ul style="list-style-type: none"> <li>8th Special Education Math Participation %</li> </ul>	*	95%	95%	95%	95%	
<ul style="list-style-type: none"> <li>11th Special Education Reading Participation %</li> </ul>	*	95%	95%	95%	95%	
<ul style="list-style-type: none"> <li>11th Special Education Math Participation %</li> </ul>	*	95%	95%	95%	95%	
Indicators	04-05 District	04-05 State Target	05-06 State Target	06-07 State Target	6 Year Target	Criteria Met/ Not Met
<b>Outcome 3: Students with Disabilities Meet Proficiency on District Wide Assessments</b>						
<b>Proficiency (B3)</b> Proficiency is defined the same as for NCLB. <b>Data Source:</b> Iowa Testing Program (ITP).						<b>Criteria Not Met</b>  1 out of 6
<ul style="list-style-type: none"> <li>4th Special Education Reading Proficiency %</li> </ul>	*	39.5%	40.5%	41.5%	45.5%	
<ul style="list-style-type: none"> <li>4th Special Education Math Proficiency %</li> </ul>	*	48.8%	49.8%	50.8%	54.8%	
<ul style="list-style-type: none"> <li>8th Special Education Reading Proficiency %</li> </ul>	*	26.8%	27.8%	28.8%	32.8%	
<ul style="list-style-type: none"> <li>8th Special Education Math Proficiency %</li> </ul>	*	31.1%	32.1%	33.1%	37.1%	
<ul style="list-style-type: none"> <li>11th Special Education Reading Proficiency %</li> </ul>	*	30.1%	31.1%	32.1%	36.1%	
<ul style="list-style-type: none"> <li>11th Special Education Math Proficiency %</li> </ul>	*	38.5%	39.5%	40.5%	44.5%	

\* Data used to determine status, but not reported to public due to N of less than 10.

NR = Data not reported to Project Easier. NR=Criteria Not Met

NS=No Students

NA = No data, Outcome not applicable.

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Indicators	04-05 District	04-05 State Target	05-06 State Target	06-07 State Target	6 Year Target	Criteria Met/ Not Met
<b>Outcome 4: Students with Disabilities Are Being Served in Appropriate Settings</b>						
<b>Suspension and Expulsion (B4)</b> This indicator is defined as the percent of students with IEPs suspended for 10 or more days. <b>Data Source:</b> Iowa's Project EASIER.	<b>0%</b>	Districts having a significant discrepancy of 2% above the State average of .56% in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year have not met the target.				<b>Criteria Met</b>  3 out of 4
<b>Least Restrictive Environment for Students Ages 6-21 (B5)</b> The Least Restrictive Environment (LRE) is a term used to define the setting where special education services and supports are delivered. Three indicators are used in defining LRE. <b>Data Source:</b> Student IEPs, reported by the AEA using the DE/AEA IMS.						
• % of students in general education 80% or more of time	<b>64.6%</b>	44%	44%	50%	75%	
• %of students in general education less than 40% of the time	<b>8.33%</b>	≤13.61%	≤13.6%	≤13.0%	≤12%	
• % of students in public or private special school, residential, homebound or hospital placements	<b>4.17%</b>	≤3.89%	≤3.8%	≤3.7%	≤3.5%	
Indicators	04-05 District	04-05 State Target	05-06 State Target	06-07 State Target	6 Year Target	Criteria Met/ Not Met
<b>Outcome 5: Students with Disabilities Are Prepared for Success Beyond High School</b>						
<b>Graduation Rate (B1)</b> This indicator is defined as the gap in the percent of all youth graduating from high school with a regular diploma compared to percent of youth with IEPs in the district graduating with a regular diploma. <b>Data Source:</b> Iowa's Project EASIER.	<b>53.8%</b>	≤11.7%	≤11.7%	≤11.2%	≤9.2%	<b>Criteria Met</b>  1 out of 2
<b>Dropout Rate (B2)</b> This indicator is defined as the gap in the percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school. <b>Data Source:</b> Iowa's Project EASIER.	<b>-1.38%</b>	≤.67%	≤.67%	≤.67%	≤.5%	
<b>Effective Transition Goals (B13)</b> This indicator is defined as the percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post secondary goals. <b>Data Source:</b> Baseline data survey, 2005-06 school year.	Baseline data collected 2005-06				100%	
<b>Effective Secondary Transition Outcome (B14)</b> This indicator is defined as the percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some typed of postsecondary school, or both, within one year of leaving high school. <b>Data Source:</b> Baseline data survey, 2005-06 school year.	Baseline data collected 2005-06				TBD	

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### Standard for Determining Criteria Met/Not Met

- Outcome 1:** 1 of 1 Indicator met or 100%
- Outcome 2:** 6 of 6 Indicators met or 100%
- Outcome 3:** 4 of 6 Indicators met or ≥67%
- Outcome 4:** 3 of 4 Indicators met or ≥75%
- Outcome 5:** 1 of 2 Indicators met or ≥50%

### 2006-07 Standard for Determining District Status

- Status 1:** Criteria met on 4 or 5 Outcomes, or 70 – 100%
- Status 2:** Criteria met on 2 or 3 Outcomes, or 40 – 69%
- Status 2Watch:** Criteria met on 0 or 1 Outcome, or 0 – 39%
- Status 3:** Criteria met on 0 or 1 Outcome for 2 consecutive years

### 2005-06 GMG District Status

Districts not assigned status in 2005 - 06